

# COMMUNITY OUTREACH REPORT

May 2013 Pima Regions

Attachment #5



**FIRST THINGS FIRST**

*Ready for School. Set for Life.*

## April Outreach Activities

### Kiwanis Young Children's Council

- April 10: Child and Family Resources

### First Focus on Kids/ Early Childhood Awareness Subcommittee (Champion) Meetings

- April 10: City of Tucson Sentinel Building

### City of Tucson Sustainability Planning (Arts, Culture and Education)

- April 11: Tucson Parks and Recreation Administration Office

### Southeast Regional Area Story Collecting

- April 11, 12, 15

### Tucson Success Network

- April 19: Village Inn, Oracle Road

### TAPP Student Resource Fair

- April 24: TAPP High School

### Burn Buster Blast

- April 27: Foothills Mall

### Let's Get Fit! Health & Wellness Fair

- April 13: Tucson Children's Museum

### Nurse Family Partnership Graduation

- April 29: Casa de los Niños

### Distribution of Educational Reinforcement Items

- Paul- Lions Club (Literacy Event 4/16)
- Margaret- Pima County Health Department
- Rosanna- Casa de los Niños (for NFP graduates)
- Jaime- Casa de los Niños (for NFP participants)
- Kim- Parent Connection, Parents as Teachers
- Maureen- Pima County Cooperative Extension

### BENCHMARKS REACHED

**3 Presentations**

**3 Networking Meetings**

**3 Events**



Families learned about staying fit and making healthy choices at the Let's Get Fit! Health & Wellness Fair hosted by the Tucson Children's Museum April 13th. Admission was free all day!

## What can you do this month ?

### *Talk to little ones.*

Parents, principals and policymakers hoping to increase student achievement in reading need to look to the crib, not the classroom, national expert Dr. Kathy Hirsh-Pasek says.

"Research demonstrates that knowledge and attention when kids start kindergarten are reliable predictors of 4<sup>th</sup> grade reading ability," said Dr. Kathy Hirsh-Pasek, a prominent researcher who runs the Infant Language Laboratory at Temple University. "If you really want to get kids up to snuff, you have to focus on language development, and you have to start much earlier."

In order to help young children develop crucial language skills before they enter school, we need to focus on six basic principles, Hirsh-Pasek said.

They include:

- Children learn what they hear most – frequency matters.
- Children learn words for things and events that interest them.
- Interactive and responsive environments build language learning.
- Children learn best in meaningful contexts.
- Children need to hear diverse examples of words and language structures.
- Vocabulary and grammar develop together.

### *Come Visit Our new Office!*

First Things First will be hosting an Open House May 20th from 3-5 pm in our new space at

3610 N. Prince Village Pl. Suite 100.

Come visit us and ***pick up educational materials*** to use with your organization!

RSVP to Vanessa at (520) 628-6650

## In North Pima...

Jordana Saletan is a supervisor with Smart Support, a program funded by First Things First to help identify challenges in childcare settings and provide the support and tools teachers need to address them. "It's not about helping each child in a classroom, it's about working with the teachers and the centers so that ALL children will reap the benefits." These benefits include, though are not limited to, increasing the insight teachers have of themselves, the children, and other factors that affect their work environment; and increasing the preparedness teachers feel to handle everyday challenges in their classroom, especially ones related to behavior.

In several instances, a teacher who has experienced Smart Support and moved from one child care setting to another has requested Smart Support at the new site. "The knowledge and experience gets carried forward in a transfer of learning," Jordana explains, and the impact this support has on the children in our community is powerful and *lasting*.



Young children serve up frequent invitations to engage with adults who are either responsive or unresponsive to their needs. This "serve and return" process is fundamental to the wiring of the brain, especially in the early years.

## In Central Pima...

When asked how she was doing as a new mother Susan was telling everyone, her doctor, even herself, that she was doing fine, but Susan was definitely not doing fine.



Guess which number is higher: the number of people who sprain an ankle each year, the number of women who have a stroke, or the number of women who experience postpartum depression?

Fortunately for Susan and her new infant, they are participants in Nurse Family Partnership and receive regular visits in their home from Julie, a registered nurse. During a recent visit Julie noticed the classic signs of perinatal mood disorder (PPMD) and decreased interaction between Susan and her baby. She assessed Susan who scored a 19, any score above a 9 is considered depressed.

"Having someone who goes into the home and builds a relationship with the parent is so important, they are a resource for the parent as well as a way to detect challenges *before* they become a problem," Julie shares. Susan says she never would have realized that she was having such difficulty without the reflective conversations with her nurse. Susan has now gotten support. She is interacting with her infant and is truly "doing fine."

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